

ART AND ICT IN CLIL. HOW TO LEARN ENGLISH CREATING STOP-MOTION VIDEOS

PLÀSTICA I TAC EN CLIL. COM APRENDRE ANGLÈS CREANT STOP-MOTION VIDEOS

EMPAR COGOLLOS CALABUIG

ecogollo@xtec.cat

ESCOLA CHARLIE RIVEL DE L'HOSPITALET DEL LLOBREGAT

Keywords: CLIL, primary, art, ICT, video stop-motion, English

Paraules clau: AICLE, primària, Visual-i-Plàstica, TAC, video stop-motion, anglès

1. Point of departure

CLIL is becoming increasingly popular across Catalonia in the context of Foreign Language Teaching. Nevertheless, as Oliver Meyer (2010) points out ‘...embracing the CLIL approach does not automatically lead to successful teaching and learning. To truly realize the added value of CLIL, teachers need to embrace a new paradigm of teaching and learning...’.

The important fact is to understand how CLIL works and how the theories that underpin CLIL are related to practice.

Last school year, thanks to a Llicència d’Estudis D from the Departament d’Ensenyament, the author of this paper attended to the Postgraduate Certificate in Plurilingual Education at the University of Aberdeen with Professor Do Coyle. In this course, some teaching resources called AnimaTic were created. This is a ready to use material for teaching Art and ICT through English.

The purpose of the present paper is to share with other teachers my experiences in a CLIL classroom and to illustrate how theory and practice are fused. Therefore, we

will look to some basic concepts of CLIL and also, some examples of the AnimaTic project developed in a primary school.

2. Context

AnimaTic is a CLIL project to be developed in the Art class in the third cycle of primary education. This project combines the use of artistic techniques and the use of Information and Communication Technology (ICT). The main aims are to discover the story of the animation and its techniques, and also, to develop two different animation projects.

The AnimaTic project started in 2010 in La Farigola del Clot School, Barcelona. This first school year of the AnimaTic project implementation, 50 students from the two classes of year 6 participated in the project. The project was taught during the art classes.

The current school year 2011-2012, the AnimaTic project is being developed in the Charlie Rivel School, L'Hospitalet del Llobregat. At this moment, the project is taught inside the ICT classes for one hour a week during one term in groups of 12 students each. The total number of attending students will be 24 pupils from year 6.

3. Development, teaching strategies and materials created

CLIL is not only supported by one learning theory. In fact CLIL is underpinned by many theories that have proved to be useful in the teaching learning process. That is to say, the learning theories that can explain learning inside CLIL classes are not specific to the integration of content and language but of a methodology which supports high quality learning in general. From this perspective, the learning process that takes places in CLIL is the same as could happen in a normal class.

However, one of the biggest differences compared to traditional classes is that in CLIL, due to the possible lower linguistic level in the vehicular language when compared with the content/subject taught, the use of methodologies where the student has to be an active participant is not an option. Active participation indicates that if

learners use the language to learn, they will need to be openly supported to develop their linguistic competence.

The Lesson Plans have been drawn up following the Coyle, Hood & Marsh's (2010) 4Cs framework. It is a good way to plan because makes the teacher to think carefully not only what she/he wants to teach (Content), but also how (Cognition), the language needs (Communication) and the Culture include in these knowledge.

Therefore, in the AnimaTic project different scaffolding strategies are used to help students to have success. For example, as content concerns, in order to scaffold the process to create an animation film, the activity follows the next sequence:



Fig.1. Children watch a finished film

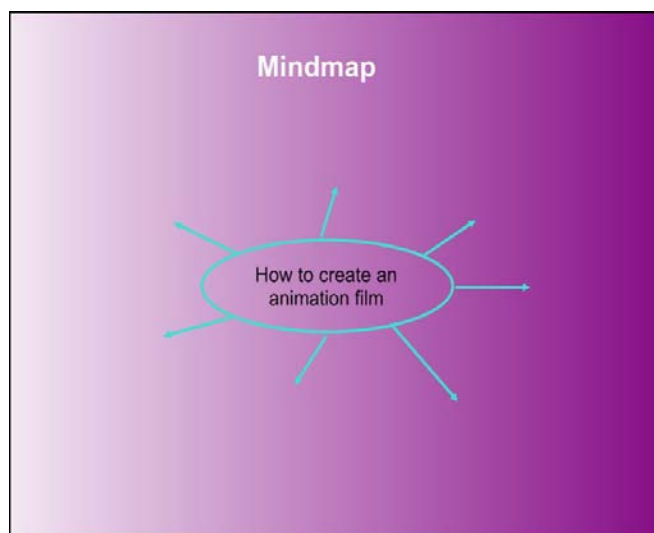


Fig.2. Create a mind map

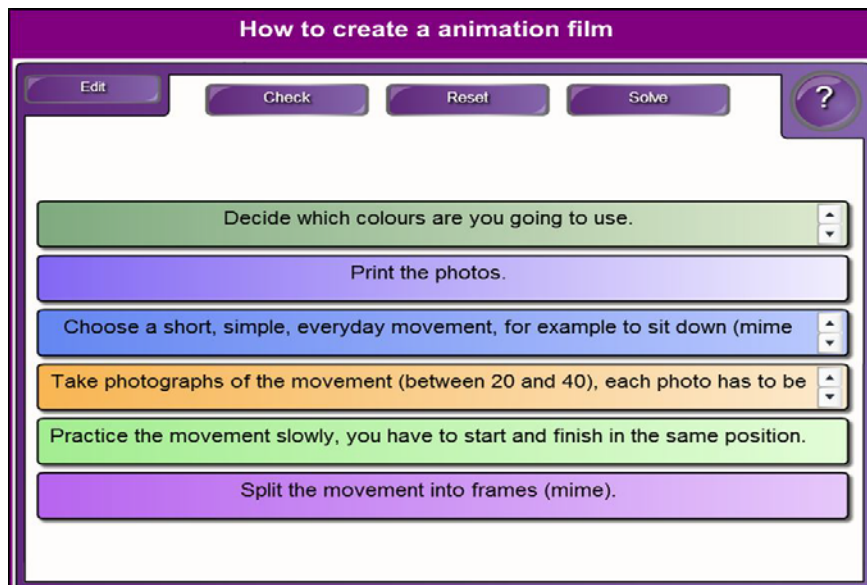


Fig.3.Children put the process in order

AnimaTic

Name: _____ Date: _____ Group: _____ Student Worksheet 6

How to create a drawing animation film
Step-by-step Procedure

Roles
Actors:
Camera:
Director/Checker:

Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Choose a short, simple, everyday movement, for example to sit down (mime the action).	The movement we choose is	
	Split the movement into frames (mime).		
	Practice the movement slowly, you have to start and finish in the same position.		

Fig.4. Children follow the process to create a film

As Communication is concern, a strategy to scaffold Language OF learning is highlight important words. Another strategy to scaffold language FOR learning is to use language frames with the purpose of helping students to carry out the activities effectively.

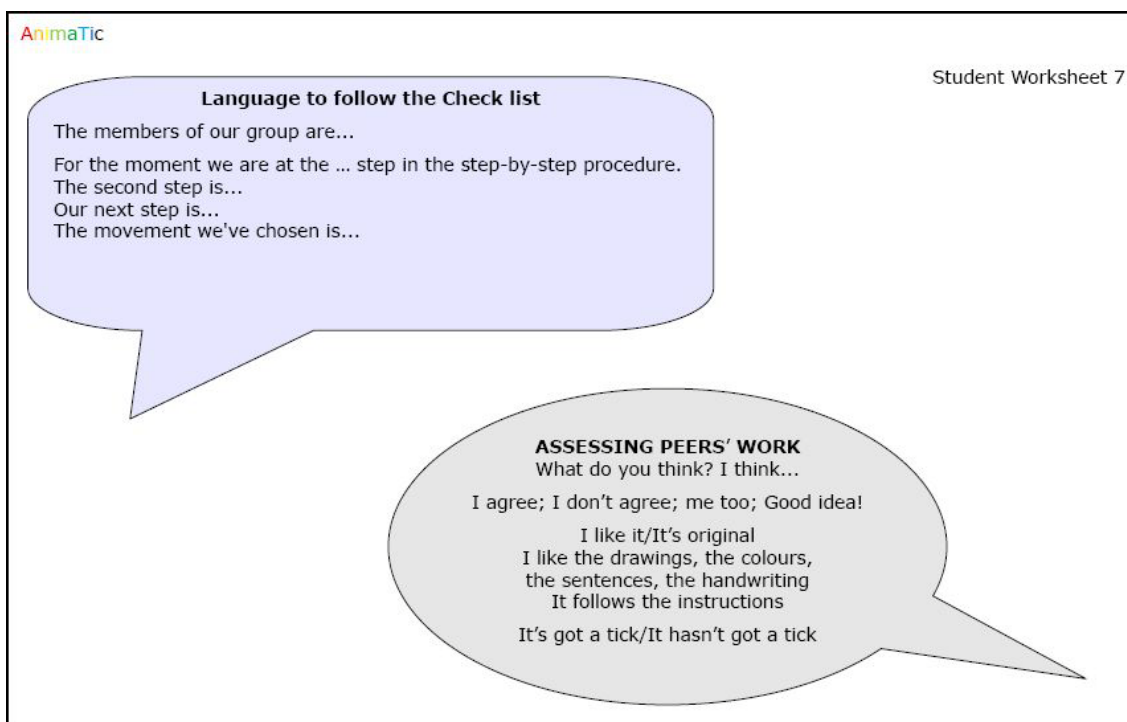


Fig.5. Language frames

In CLIL social interaction is important in order to develop both, internal thinking and external language. As Coyle et al. (2010: 35) highlight: ‘according to Freire, ‘without dialogue there is no communication and without communication there can be no true education’ (1972: 81). This puts classroom communication – interaction between peers and teachers – at the core of learning’.

This is the reason why in this project most of the activities proposed are based on Cooperative Learning. Also different groupings as pairs, whole class work, team work and individual work are used in order to promote communication.

It is worth pointing that ICT will be present in every lesson. There is a Notebook file designed for every lesson to use with an Interactive Board. This fact increases the pupils' need to be active participants inside the class.

For example, in this activity children have to classify the photos into peace and conflict.

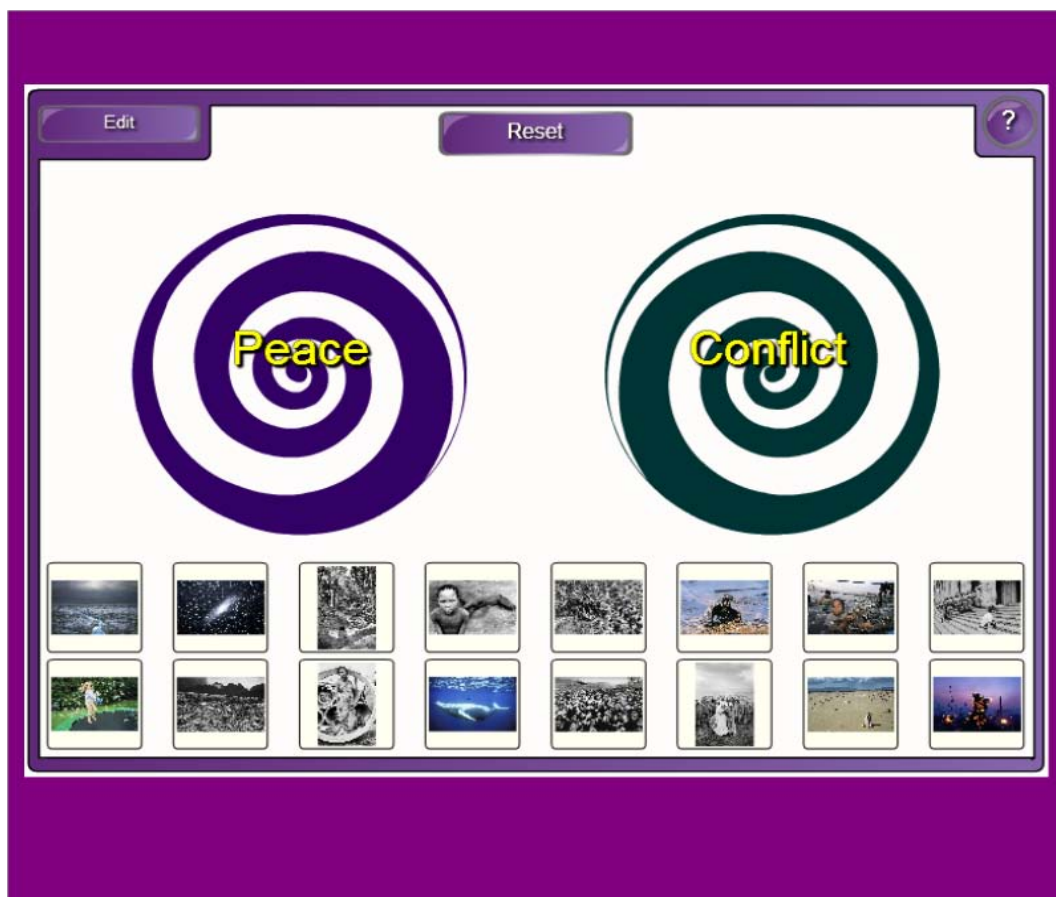


Fig.5. Language frames

AnimaTic project is divided into four units. The first one deals with the animation history and how it works, the second one enables children to create a drawing animation, the third one is about different types of shots and how photojournalism use the image, and the last one, the fourth unit, is the production of an animation film and organise an award ceremony.

In each unit there is a progression in cognitive and linguistic demands following Coyle CLIL Matrix adapted from Cummins (2000). Starting with activities focus on low cognitive demands and low linguistic demands till achieve activities with high cognitive demands and high linguistic demands.

Different kinds of materials have been designed to develop the project: Lesson Plans, Teaching Notes, Students' Worksheets, Class Worksheets, Assessment Worksheets and Notebook files for the Interactive Board.

This is the website of the project where it is possible to find the pupils' productions as well as the materials to develop the project:
<https://sites.google.com/a/xtec.cat/farigolanimation/home>

4. Evaluation and conclusions

The AnimaTic project has increased pupils' motivation towards the English language learning. It is necessary more implementation time to evaluate the impact in pupils' English knowledge.

The project could be evaluated better if there is a continuation in the same school and with the same resources provided.

5. References

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters.
- Meyer, O. (2010). Introducing the CLIL-pyramid: Key strategies and principles for quality CLIL planning and teaching. In M. Eisenmann & T. Summer (eds.), *Basic Issues in EFL-Teaching and Learning*. Heidelberg: Winter.